

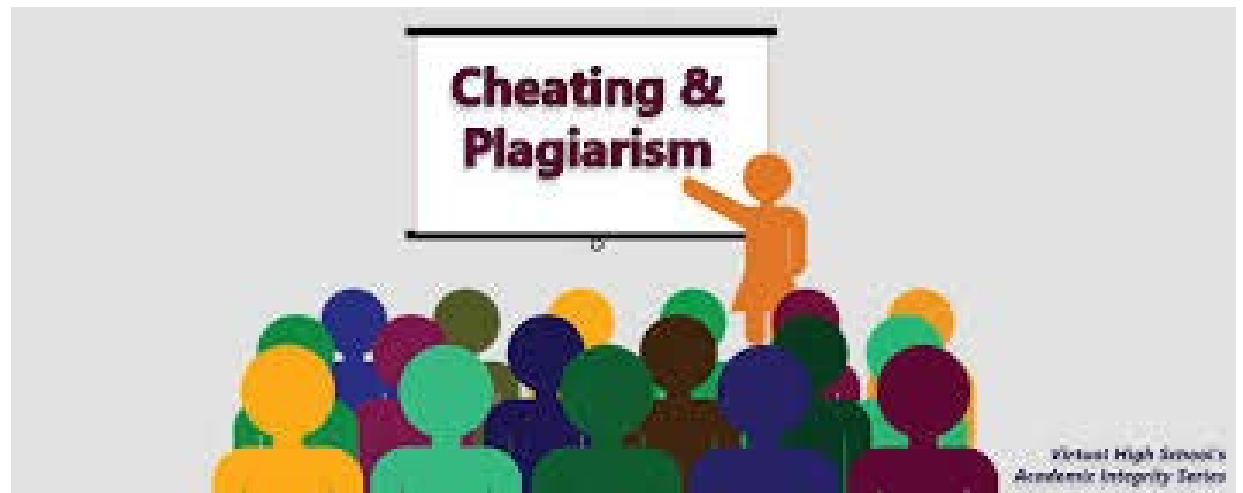
# Google Translate and plagiarism in university language formative assessment work

Junko Winch

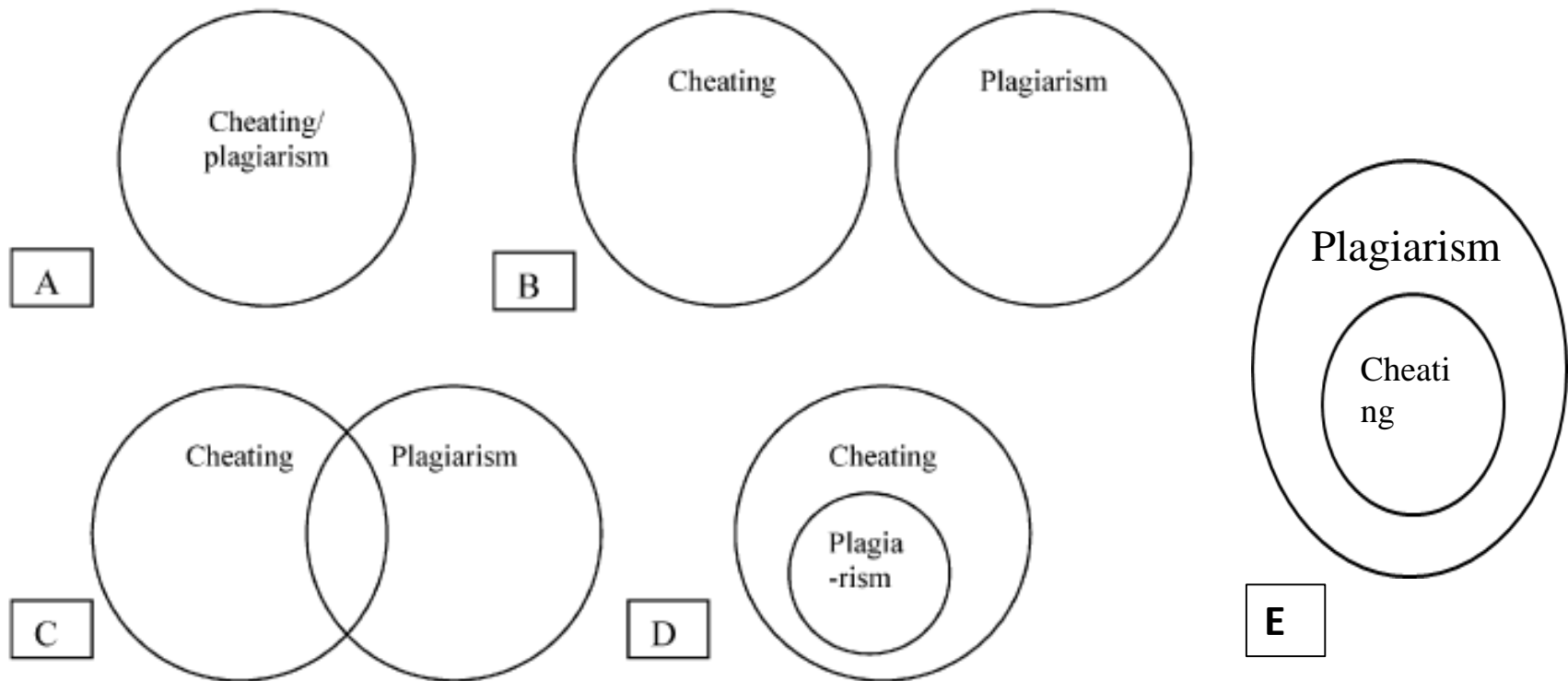
University of Sussex



Please raise your hand if you think that plagiarism and cheating are synonyms?



# Relationship between plagiarism and cheating

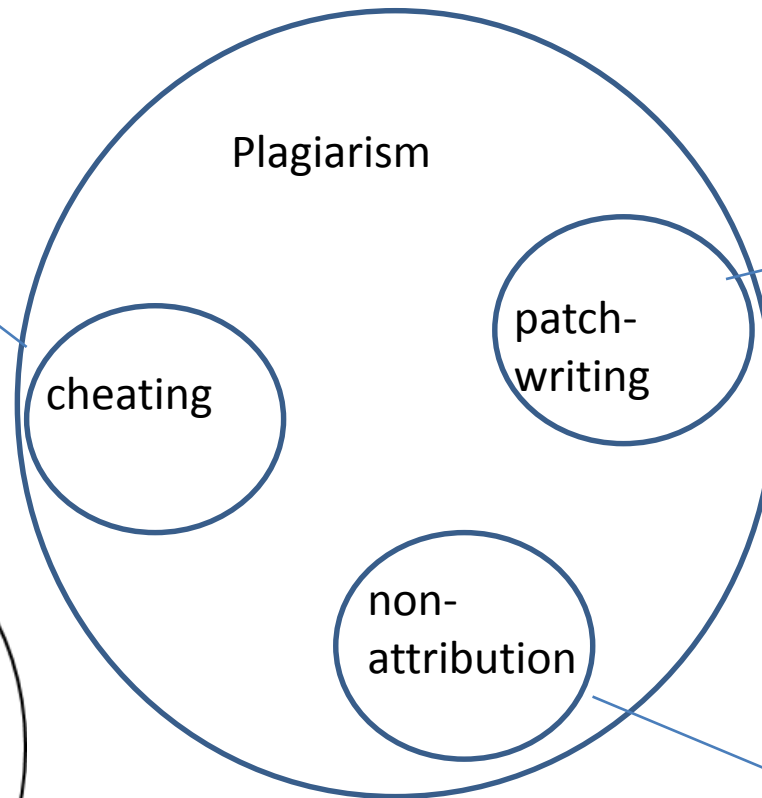


Adapted from Flint et al, 2006

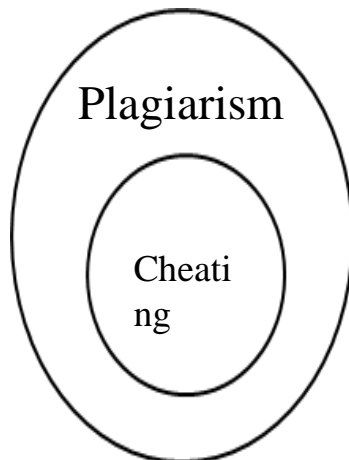
# Plagiarism by Howard (1995)

‘Borrowing,  
purchasing, or  
otherwise  
obtaining work  
composed by  
someone else  
and submitting it  
under one's own  
name’  
i.e. translation,  
proofreading,  
personation etc

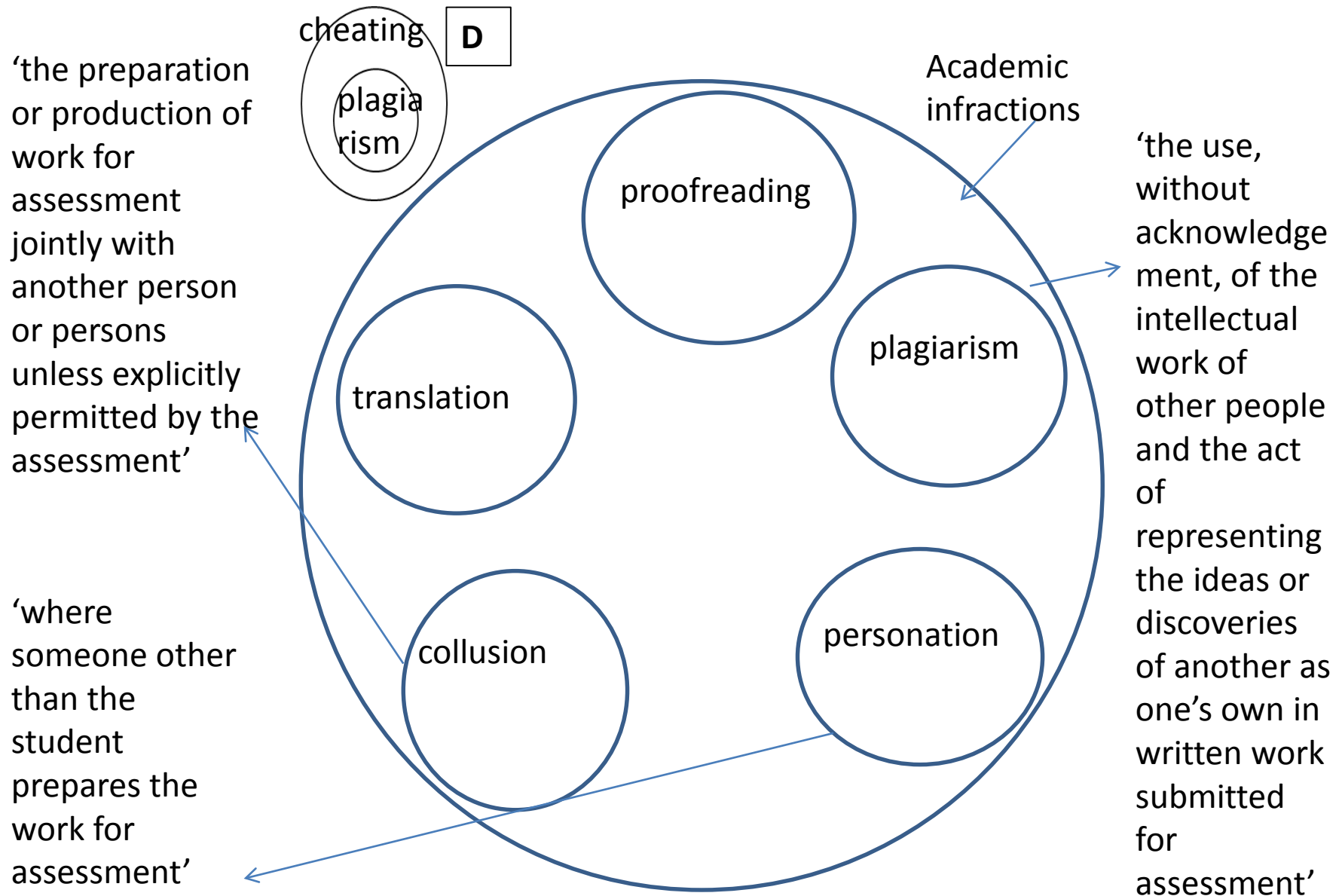
‘Writing passages  
that are not copied  
exactly but that  
have nevertheless  
been borrowed  
from another  
source’



‘Writing one's own  
paper but  
including passages  
copied exactly  
from the work of  
another’



# Academic infractions at my university:



# Possible 2 factors associated with academic infractions in Japanese coursework writing

- Accuracy



GT's 'accuracy was patchy and at times led to a breakdown of clarity' (Groves & Mundt, 2015, 117).

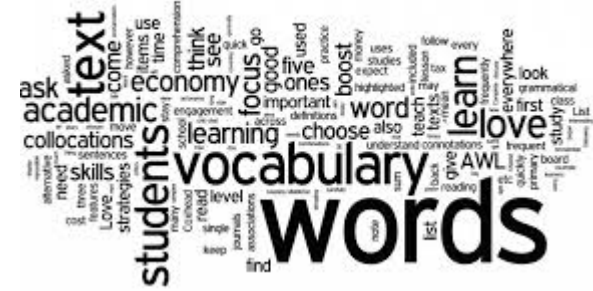
- Coherence

## COHERENCE

- A piece of writing is coherence if it is clearly organised and has a logical sequence of ideas.

# When breakdown of accuracy occurs

- Stage 1
- Choose the correct words
- Stage 2
- Construct well-formed sentences



# When breakdown of coherence occurs

Paragraph paragraph paragraph paragraph  
paragraph paragraph paragraph paragraph  
paragraph paragraph.  
Paragraph paragraph paragraph paragraph  
paragraph paragraph paragraph paragraph  
paragraph paragraph.  
Paragraph paragraph paragraph paragraph  
paragraph paragraph paragraph paragraph  
paragraph paragraph.

- Stage 3

Link these sentence together into clear coherent and cohesive paragraph

- Stage 4

Aligning the writing to the expectation of the readership

e.g. incomplete sentences

repetition of the same information or words



# Accuracy vs. Creativity

Accuracy vs. Creativity? The Debate.



- Value **accuracy**



Higher marks are given to the students who produced writing with accurate vocabulary and grammar use

- Value **creativity**



Higher marks are given to the students who use more advanced vocabulary and grammar which is beyond their level in spite of students' errors

# Method

## Participants:

3 second year undergraduate students who studied Absolute Beginners' Japanese in the previous year, but with no basic understanding or knowledge of the Japanese language. This study was conducted in autumn term of 2017.

GT is not always reliable, but it is still considered a better option for lower track students

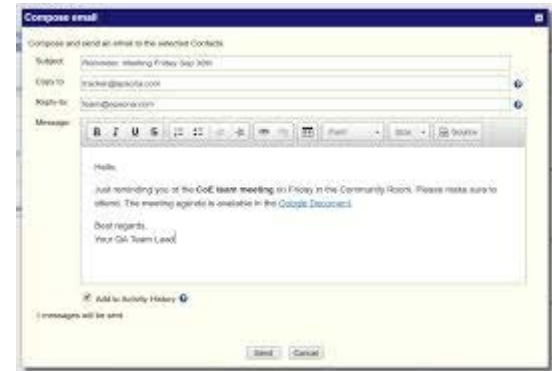
# Data analysis

Coherence and accuracy of students' written work



Possibility of academic infractions

# Procedure



# The coursework assignment

## Visitor Guide

Your tutor will set a task around **designing a guide or brochure** for a group of student visitors.

- Choose an interesting location near your home town or university
- Write a brochure for a group of university students who are planning a visit to your home town or university. The guide will be written in the language you are learning, and include the following:
  - some background history
  - a map / plan
  - places to visit
  - reasons to visit them
  - information about transport
  - local event/s
  - seasonal information
  - prices
  - pictures

# Findings

## 1) Illogical and unclear link between sentences in a paragraph

‘The MTR (subway) is the fastest transportation in Hong Kong, many people use it every day. The railroad, bus, minibus and ferry in the region are mostly part of the octopus card (Echinetsu—electronic payment method that can be used in public transportation, etc.). Four Seasons Hotel is a 5 star hotel. It is located in the center of Hong Kong. It has a swimming pool, conference room, spa and restaurant. In the Spring Festival this is the most important holiday in Greater China. For the history of the Spring Festival, private folklore has spread to the private sector for ten years. Paste every year's paintings, etc. at the entrance of the house, and paste paper on windows, etc.’

## 2) Repetition

### Paragraph 1

'I am an international student who came from China and is studying at a University in the UK. My hometown is **Wuhan in the middle of China**. Wuhan has a long history, famous tourist spots are known in the world. There are delicious foods that are characteristic there, and there are also enthusiastic Wuhan people.

### Paragraph 2

The transportation of Wuhan is convenient, there are airports and four high-speed railroads, which are located in each district. Since **Wuhan is located in the middle of China**, it is close to other towns. Geographical location makes it convenient for travel and work.

### Paragraph 3

**Economic cities in central China are mainly in Wuhan**. There is the biggest department store in Wuhan. The design of this department store is unique, there are various items in it, if you get tired when shopping, there is also a movie theatre in the department store, if you see a movie there.'

### 3)incomplete sentence

中国中部の経済都市は武漢を中心に（should addあります）。

Economic cities in central China \_\_\_\_ mainly in Wuhan.

This Japanese sentence is incomplete and あります should have been added.



## 4) Inconsistency: mixed forms of polite and dictionary forms at the end of sentences

- 中華人民共和国香港特別行政区1997年7月1日イギリスから中華人民共和国への返還, 中華人民共和国の南部にある特別行政区である。  
香港は、九龍半島、新界、香港島235以上の島が漂つています。

Polite form

Diction  
ary  
form

Hong Kong Special Administrative Region of China  
July 1, 1997 was returned from the UK to the People's Republic of China, is a special administrative district in the southern part of the People's Republic of China. Hong Kong consists of 235 islands including the Kowloon Peninsula, New Territories.

# Collusion

## Student 1

- 'I am a student. I am from China and I am studying at a University in the UK.

## Student 2

- 'I am an international student who came from China and is studying at the University in the UK. My hometown is Wuhan in the middle of China.

# Plagiarism

- アベニュー・オブ・スターズは過去1世紀に渡る香港の映画業界の尽力により、アジアのみならず、遠い地でも香港の名所が認識されるようになりました'
- With the efforts of the Hong Kong film industry for the past century, Avenue of Stars has come to recognize Hong Kong's sights not only in Asia, but also in distant places
- This sentence is quoted without any reference from the following website  
<http://www.discoverhongkong.com/jp/see-do/highlight-attractions/themed-attractions/avenue-of-stars.jsp>

# Conclusion

- 1) Illogical and disorganised sentences in a paragraph, 2) repetition, 3) incomplete sentence, 4) paragraph consisting of mixed and inconsistent sentences
- 1) collusion, 2) translation and 3) plagiarism

# Recommendations



# Institutions

## **‘Students’ page**

- ‘If your tutor thinks you have plagiarised, they will refer it to an Investigating Officer who will determine whether there is a case to be answered for or not. If it is your first offence of plagiarism you will be referred to an Academic Practice Workshop, rather than being questioned by your Head of School (for a minor case) or being brought in front of a Misconduct Panel (for a major case)’.

## **School and Services’ page**

- ‘Concerns regarding academic misconduct must be considered seriously and referred to the Module Convenor. Where a concern has been raised, the student will be given an opportunity to present their case. For cases of academic misconduct which are proven, a penalty will be applied. Penalties that can be applied are detailed in section 2.9.13 of the Examination and Assessment Regulations Handbook’.

# Teachers

- In setting essay assignment, don't make questions which require students to use beyond what they were taught.
- Inform students the focus is on accuracy or creativity.
- Familiarise yourself with institution's specific regulations regarding plagiarism and impart them to the students



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# Students

- Students are not expected to rely on GT to do their language coursework.
- Students should take responsibilities in their own learning and their action which includes facing the consequences of their actions and getting information about plagiarism and academic infractions.



# References

- Flint, A., Clegg, S. & Macdonald, R. (2006). Exploring staff perception of plagiarism. *Journal of Further and Higher Education*. 30(2). 145-156.
- Groves, M. & Mundt, K. (2015). Friends or foe? Google Translate in language for academic purposes. *English for Specific Purposes*. 37. 112-121.
- Howard, R. M. (1995). Plagiarisms, authorships and academic death penalty. *College English*. 57(7). 788-806.